

Date of Hearing: January 10, 2018

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
AB 761 (Mullin) – As Amended January 3, 2018

SUBJECT: Pupil assessment: history-social science assessments

SUMMARY: Requires the Superintendent of Public Instruction (SPI) to develop performance task history-social science assessments that school districts may administer in grades 4 and 8 and in high school.

Specifically, **this bill:**

- 1) Requires the SPI to develop and the State Board of Education (SBE) to adopt performance task assessments in history-social science that a local educational agency (LEA) shall have the option to offer to pupils and that can be locally administered, scored, and maintained.
- 2) Requires the performance task assessments to:
 - a) Include civics;
 - b) Be available for use in 4, 8, and high school;
 - c) Measure content standards adopted by the SBE and be based on the history-social science framework adopted by the SBE, with a focus on historical and social science analytical skills; and
 - d) Be computer-based.
- 3) Provides that the performance task assessments:
 - a) May include, but not necessarily be limited to, writing prompts or mock trial protocol;
 - b) May be supported by ancillary materials that may include, but not necessarily be limited to, administration guides, scoring rubrics, and other teacher scoring materials; and
 - c) May be supported by ancillary training that may include, but not necessarily be limited to, educator training in the hand scoring process and a train-the-trainer session for county offices of education.
- 4) Requires the SPI to develop the performance task assessments within the time period approved by the state board.
- 5) Provides the requirement to develop the assessments shall be operative only to the extent that funding is provided in the annual Budget Act or another statute for this purpose.
- 6) Makes a technical correction to an Education Code reference.

EXISTING LAW:

- 1) Establishes the California Assessment of Student Performance and Progress (CAASPP), which consists of assessments in English language arts and mathematics in grades 3 to 8, inclusive, and grade 11 that measures content standards adopted by the SBE.
- 2) Requires the SPI to submit recommendations to the SBE no later than March 1, 2016 on expanding CAASPP to include additional assessments.

FISCAL EFFECT: Unknown

COMMENTS: Pursuant to statutory requirements, the SPI submitted a report entitled "Recommendations for Expanding California's Comprehensive Assessment System" to the SBE at its March 2016 meeting. The report made four recommendations, one of which was to develop and administer three computer-based summative assessments for history-social science in elementary, middle, and high school.

The report outlines a five year plan for the history-social science test development, as follows:

	2017-18	2018-19	2019-20	2020-21	2021-22
	<i>Planning</i>	<i>Development</i>	<i>Pilot Testing</i>	<i>Field Testing</i>	<i>Administration, Scoring and Reporting</i>
State Operations Costs	\$154,000	\$154,000	\$154,000	\$154,000	\$154,000
Local Assistance Costs		\$3.5 million	\$5.5 million	\$6.5 million	\$6.0 million
Total Costs	\$154,000	\$3.654 million	\$5.654 million	\$6.654 million	\$6.154 million

The SBE did not act on the recommendations. Existing law requires the SPI to develop and administer new assessments approved by the SBE. However, the SBE did not approve the recommendations for a new history-social science assessment at either the March 2016 meeting or any subsequent meeting. The minutes from the March 2016 meeting state only that no action was taken and do not describe the discussion that occurred, if any. **This bill** requires the development of the new history-social science performance task assessments absent SBE approval. "Performance tasks" are defined in the Education Code (§60603) to mean "a collection of questions or activities that relate to a single scenario that include pupil interaction with stimulus. Performance tasks are a means to assess more complex skills such as writing, research, and analysis." While a summative history-social assessment would be an end-of-year exam

measuring achievement across a broad range of knowledge, performance task assessments would be used by teachers during the year to assess progress and inform instruction in specific areas. Because the assessments would be optional, the local assistance costs identified in the table on the prior page would not apply. State operations costs would depend on the number of individual performance task assessments developed.

Existing assessments. CAASPP currently consists of assessments in English language arts and math in grades 3 to 8, inclusive, and grade 11. In addition, the state is in the process of developing a California Science Test (CAST) in compliance with federal requirements. CAST will be administered in grades 5 and 8 and in one grade in high school and was pilot tested in the Spring of 2017. It is scheduled to be operational in the 2018-19 school year. In addition to the required battery of CAASPP assessments, many districts administer optional interim assessments developed by the Smarter Balanced consortium and other providers. Interim assessments are administered during the school year and are designed to give teachers immediate feedback on whether their students are meeting content standards.

The demand for this assessment is not known. The CDE, the sponsor of this bill, provided information indicating that the recommendation for the summative history/social science assessment is based on input from stakeholders, who included "educators, administrators, subject matter experts, measurement specialists, experienced curriculum designers, and members of the higher education, policymaking, and business communities." (Although the recommendation is for a new summative assessment, and not for performance task assessments.) Of the total stakeholders, it is not known how many represent potential developers of the assessment versus how many represent potential users of the assessment, and it is not possible to estimate how many schools or districts would use the optional assessments, if they were to be developed.

REGISTERED SUPPORT / OPPOSITION:

Support

California Council for the Social Studies
Los Angeles County Office of Education
State Superintendent of Public Instruction, Tom Torlakson

Opposition

None on file

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